**PLN Strategy # ?**

**(working with fiction)**

**Lesson Focus:** Understanding Characters (character traits)

**PLN piece:** “Story Impression”

Specific character traits of different characters *within the same text* may be difficult for students to identify as they read. Students often relate to one character more than the others and continue to identify with that character throughout the text, without stopping to consider the other characters’ perspectives. Students need to be able to identify different character’s traits while using text examples to support these traits.

Students need to pause while reading and ask themselves, “How would I feel if I were this character?” One way to enable students to put themselves in character’s shoes is to respond in writing; one response should be written from one of the character’s perspective in a situation and then the student should write a response from the other character’s perspective in that same situation.

In order to do this, the students would have to have plenty of practice looking at characters within the same text as they read. This activity would be done after a review of character traits.

**Graphic Organizers:** Story Impression: Student Directions (attached)

“The Bully” (story attached)

Story Impression Response Sheet (attached)

Students’ Reading Journals

Model how you would fill in the “Story Impression” sheet using another text example/scene from a story or an example from the novel, Maniac Magee (interactive read aloud).

Then have students write a response based on the story titled, “The Bully”, by Roger Dean Kiser. They must write their perspective from both characters viewpoints in the story.

After they complete this activity, students can continue to apply what they learned about character traits and text support using this same “Story Impression” sheet based on the main characters from their Independent Reading Book they are currently reading in class.

Students can then sit with a partner and explain their perspective of each character by identifying specific character traits and text support for at least two different characters in their Independent Reading Books. This may be extended to a Journal Response.